

CHERAW INTERMEDIATE

421 Chesterfield Highway
Cheraw, SC 29520

GRADES 3-6 Elementary School

ENROLLMENT 895 Students

PRINCIPAL Mark Robertson 843-921-1030

SUPERINTENDENT H. Kenneth Dinkins, Ed.D. 843-623-2175

BOARD CHAIR Jerry D. Holley 843-335-8420

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	44	54	2	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

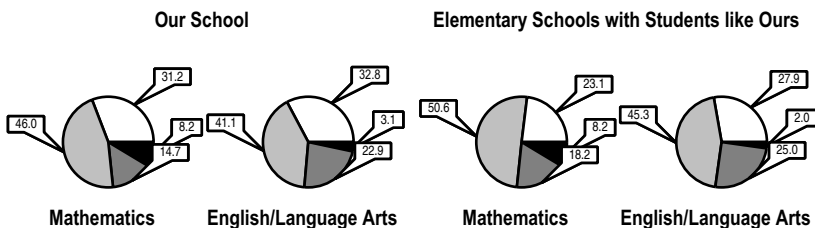
FOR MORE INFORMATION, VISIT WEBSITES AT:




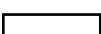
WWW.MYSCSCHOOLS.COM

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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	51	194	84
Percent satisfied with learning environment	92.2%	75.0%	85.7%
Percent satisfied with social and physical environment	92.2%	72.0%	75.6%
Percent satisfied with home-school relations	78.0%	82.5%	83.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	892	99.1	32.8	41.1	22.9	3.1	26.0	17.6
Gender								
Male	461	99.1	37.4	39.3	21.5	1.8	23.3	17.6
Female	431	99.1	27.9	43.1	24.5	4.4	28.9	17.6
Racial/Ethnic Group								
White	410	99.3	19.3	41.8	33.8	5.2	38.9	17.6
African-American	468	98.9	45.3	41.0	12.3	1.4	13.7	17.6
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	734	99.7	27.1	42.1	27.1	3.7	30.8	17.6
Disabled	158	96.2	62.5	36.0	1.5	N/A	1.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	892	99.1	32.8	41.1	22.9	3.1	26.0	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	890	99.1	32.7	41.0	23.2	3.1	26.3	17.6
Socio-Economic Status								
Subsidized meals	584	99.0	41.8	43.3	13.3	1.6	14.9	17.6
Full-pay meals	308	99.4	15.8	37.1	41.2	5.8	47.1	17.6

Mathematics								
All students	892	99.3	31.2	46.0	14.7	8.2	22.9	15.5
Gender								
Male	461	98.9	31.6	44.5	15.2	8.8	24.0	15.5
Female	431	99.8	30.7	47.6	14.1	7.6	21.7	15.5
Racial/Ethnic Group								
White	410	99.8	17.2	45.8	22.9	14.1	37.0	15.5
African-American	468	98.9	43.8	46.7	6.8	2.7	9.5	15.5
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	734	99.7	23.7	49.7	17.0	9.6	26.6	15.5
Disabled	158	97.5	69.6	26.8	2.9	0.7	3.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	892	99.3	31.2	46.0	14.7	8.2	22.9	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	890	99.3	30.7	46.2	14.9	8.3	23.1	15.5
Socio-Economic Status								
Subsidized meals	584	99.3	41.0	46.1	8.9	4.0	12.8	15.5
Full-pay meals	308	99.4	12.4	45.7	25.8	16.2	41.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	218	N/A	19.7	44.0	32.6	3.7	36.2
	Grade 4	203	N/A	22.4	54.7	20.9	2.0	22.9
	Grade 5	210	N/A	31.1	51.0	16.5	1.5	18.0
	Grade 6	221	N/A	35.4	42.0	19.8	2.8	22.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	214	99.1	17.3	41.1	35.1	6.4	41.6
	Grade 4	226	99.6	30.9	40.6	25.8	2.8	28.6
	Grade 5	218	99.1	38.5	44.7	16.3	0.5	16.8
	Grade 6	234	98.7	43.9	38.3	15.0	2.8	17.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	218	N/A	32.6	39.9	21.6	6.0	27.5
	Grade 4	203	N/A	38.3	43.3	12.4	6.0	18.4
	Grade 5	210	N/A	44.2	35.4	14.6	5.8	20.4
	Grade 6	221	N/A	43.9	36.3	15.6	4.2	19.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	214	99.5	22.7	48.8	18.7	9.9	28.6
	Grade 4	226	100.0	30.4	48.8	11.5	9.2	20.7
	Grade 5	218	99.5	35.2	46.7	13.3	4.8	18.1
	Grade 6	234	98.3	36.0	39.7	15.4	8.9	24.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 895)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.4%	Up from 2.1%	2.7%	2.4%
Attendance rate	93.6%	Up from 93.4%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	15.7%	Up from 12.6%	11.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	16.1%	Up from 15.9%	8.1%	8.0%
Older than usual for grade	1.0%	Down from 1.1%	1.2%	1.1%
Suspended or expelled	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 57)				
Teachers with advanced degrees	49.1%	Down from 55.4%	47.1%	50.0%
Continuing contract teachers	89.5%	Up from 89.3%	86.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.3%	Up from 87.9%	87.1%	86.2%
Teacher attendance rate	98.3%	Up from 94.3%	95.2%	95.3%
Average teacher salary	\$39,347	Up 0.9%	\$39,468	\$39,909
Prof. development days/teacher	13.2 days	Up from 11.6 days	11.6 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio	16.8 to 1	Down from 20.5 to 1	18.9 to 1	18.9 to 1
Prime instructional time	91.4%	Up from 86.1%	89.3%	89.7%
Dollars spent per pupil*	\$4,902	Up 7.0%	\$5,711	\$5,892
Percent spent on teacher salaries*	71.0%	Up from 70.8%	66.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.4%	Down from 96.6%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Cheraw Intermediate School faculty, staff, and community have participated in the development of four main goals for the school. All students will improve in performance as a result of (1) a challenging academic environment, (2) teachers trained and updated in best-practice approaches to language arts and mathematics, (3) effective use of technology, and (4) the involvement of a supportive community. Goals are implemented within the school's strategic development plan and Title One resource model, and they address the specific needs and components of the school district's mission for each student.

For the past three years, our students have demonstrated academic growth on the Palmetto Achievement Challenge Test (PACT) in the area of language arts at all grades. The school has focused its attention on developing appropriate writing practices and strategies through the implementation of "Write...From the Beginning." Nine teachers completed the third year of the South Carolina Reading Initiative. Two literacy classrooms and a manipulative-based math program were implemented in order to move more students to "basic or above" on PACT testing. Extensive reinforcement of classroom libraries and novel unit development occurred in grades three through five. All students achieved the district goal of 15 hours or more in reading and math in the CCC Lab. Over 39,000 points, a school record, were scored in Accelerated Reader, and the media center expanded its collection to include professional resources for extending the writing curriculum. Cheraw Intermediate continued to lead the state in the highest percentage of students qualifying for the Presidential Physical Fitness Award.

Cheraw Intermediate School will continue to use systematic test data, informal assessments, and individualized strategies in meeting the needs of all children. School-wide action plans will reflect carefully targeted areas of program improvement in language arts, mathematics, technology, science, and social studies.

The active participation of the school's P.T.O. helps provide integral programs that benefit all children. The high expectations and expertise of the administration, faculty, and staff will enable all students to be successful learners.

John Jones, Jr., Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.